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ABSTRACT

A demonstration was designed in Butte, Montana, to experiment with the use of volunteers in a homebound method of adult basic education in urban areas. A two week intensive training session was conducted for six trained teachers, twelve teacher aides, and thirty volunteers. These were divided into teams composed of a teacher, two teacher aides, and five volunteers and assigned to different areas of Butte. The volunteers would offer an ABE class in a private home once a week with the help of the teacher--using materials prepared by the teacher aides. Continuous inservice training would be given to both aides and volunteers by certified teachers and consultants. A followup study was conducted in November, 1970, to ascertain that student needs were being met adequately. The overall response to the Homebound Program was favorable. A survey of need in Butte has shown that the project should enlarge its curriculum to serve adults with less than high school education. (PT)

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ORIGINAL PROPOSAL

PROJECT TO UTILIZE VOLUNTEERS IN ELIMINATING ADULT ILLITERACY

Butte, Montana

Prepared for

Department of Health,

Education and Welfare

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AE010029

PROJECT TO UTILIZE VOLUNTEERS IN ELIMINATING ADULT ILLITERACY

ABSTRACT

This project is intended to serve as a demonstration of the use of volunteers in a homebound method of attacking adult illiteracy in urban areas. It is recognized that one of the greatest deterrents to individuals participating in the usual adult basic education classes is the multiplicity of factors in the problem of leaving the home to attend the class. By enrolling in a public school sponsored ABE class, an individual gives evidence to peers, colleagues and neighbors that he is in need of literacy training. Therefore the act of attending class becomes a source of embarrassment. In addition the need for transportation particularly in times of severe weather conditions may become a determining factor in attendance. In homes with one parent, or in homes where both parents are in need of literacy training, care for children often precludes attendance at classes located (of necessity) some distance from the home. To cope with these problems and still provide comprehensive literacy training opportunities for those most in need of such services, the following activities are proposed:

1. An intensive two week training session for six teachers, twelve teacher aides and thirty volunteer workers. These individuals would be trained in the areas of (a) life style of the disadvantaged, (b) techniques of teaching adults (c) an introduction to individually prescribed instruction.
2. Participants of the training session will be divided into teams composed of a teacher, two teacher aides and five volunteers for each team. The concept of field operation will be to have a volunteer conduct an ABE class in a private home one night each week with an experienced, trained teacher for support, and using materials as prepared by teacher aides. The experienced teacher will be the team leader, assisting volunteer teachers as needed and designing and devising materials to be prepared by teacher aides.

1. NARRATIVE DESCRIPTION OF A PROBLEM

One of the less desirable characteristics of an industrial community is the exaggerated rate of illiteracy or semi-literacy. It has become axiomatic in American society that the individual with limited education is confronted with limited opportunity. In general industrial centers provide the greatest, though limited opportunity for the semi-literate and illiterate individual. Faced with a serious deficiency in the basic skills of reading, communications and mathematics, the disadvantaged individual ekes out a meager existence at best. Even when fully employed he cannot command more than a minimal wage scale and is the first to feel the effects of a reduction in labor force or the caprice of an "economy drive." Trapped in an ever tightening concentric descent into economic oblivion, the functional illiterate is eventually categorized as a chronic welfare case, with the concommitant negative self-image, and the welfare cycle is begun for another loss to society.

The Butte Model City Comprehensive Demonstration Plan, Part I, Problem Analysis, states that the problem of earning a living is all encompassing to the adult worker.

2. OBJECTIVE

A program of instruction in basic literacy, brought into the homes of participants and open to the surrounding neighborhood can do much to eliminate one of the greatest hazards to economic self-sufficiency in an industrial community. To this end and to preclude the need for a costly and unwieldy educational process volunteers will be used as teachers for "kitchen classes", donating one evening a week to meet with up to 10 students in the homes of one or more of the participants. Through the use of volunteers, the eradiction of illiteracy becomes an altruistic community project in keeping with the finest of American traditions.

An organization of volunteers will be formed with a direct liaison and support from the Vocational Technical Education Center. The organization will be

guided by the project director during its first year of existence to provide for a self-perpetuating effort. Members will be drawn from service organizations existent in the community. Cohesion and perpetuity will be provided by a common commitment to the betterment of the community through improvement of the life-style of its citizens.

The materials to be used will be proven commercial products, but adapted and supplemented by the ingenuity and creativity of the experienced teacher-leader of each team. Special emphasis will be placed on the use of mass media publications (local newspapers, national magazine, etc.) as vehicles for teaching reading, mathematics and communication skills.

3. PROCEDURES

The most critical effort within this program is the recruitment and selection of the volunteer teachers. Even though this process is crucial to ultimate success of the project, it is anticipated that because of the multiplicity of sincere service organizations, the problem will be one of selecting the best participants, rather than obtaining volunteers. Public announcements of the program will be made through mass media, i.e. radio, TV and newspapers. The program director will obtain invitations to address service organizations members at scheduled meetings to delineate the program and accept applicants for screening into the training session. At this time solicitation may be made for assistance in identifying student participants when appropriate. Agencies such as the Concentrated Employment Program, Montana State Employment Service, Major and Minor Employers, Neighborhood Center, Model City Neighborhood Councils and others will also be contacted for assistance in identifying student participants.

a. General Design

The general design of the project is to identify, train and utilize volunteer citizens to commit themselves to a self-perpetuating home-

bound literacy training project. Flexibility of operation must be maintained within the perimeters established by the problem itself, local and federal regulation, and the idiosyncrasies of the target population.

A training session of two weeks will be conducted for volunteers, teacher aides and teachers. The general theme of training will be orientation to teaching adults in basic literacy training. Classes in psychology of adult learning, life-style of the educationally disadvantaged, counseling and testing adults and techniques of teaching adults will be included. A block of time will be spent on methodology and techniques of individually prescribed instructions.

Montana State University is located one hundred miles east of the project city. During the last MSU has conducted a two week institute for teachers of ABE (July 1969), and participated in three in-service teacher training workshops. During school year 1969-70, MSU staff members will participate in the conduct of three in-service teacher training workshops for which participants may receive graduate or undergraduate credit issued by the University of Montana. The expertise and precedent exist on the MSU campus to successfully conduct the necessary training. This phase of the project will be accomplished by a sub-contract with Montana State University to conduct the two-week training of teachers.

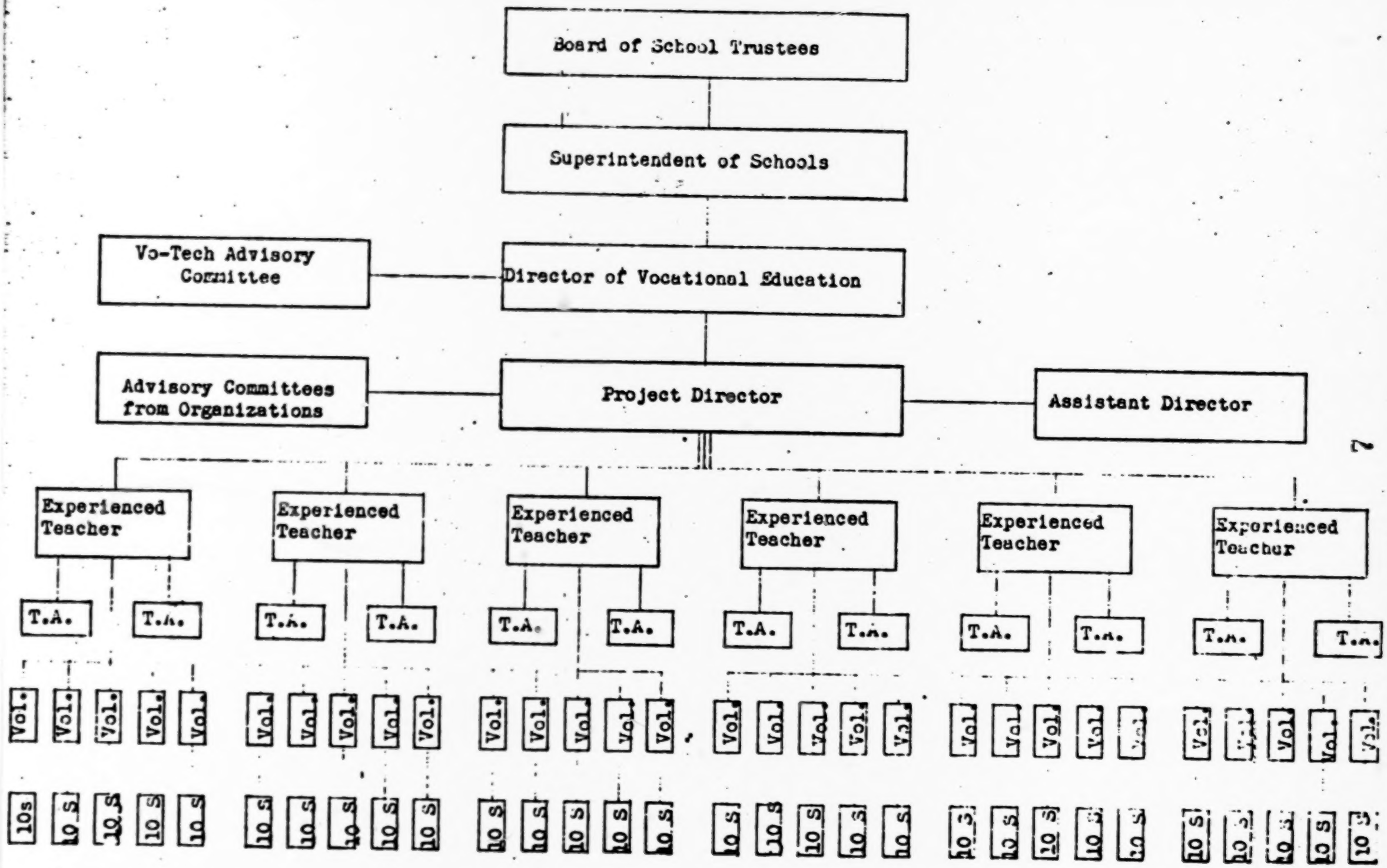
After complete training participants will be divided into teams composed of one experienced teacher as team leader, two teacher aides and five volunteer teachers. A geographic target area will be assigned to each team for an area of operation. Teacher aides and the team leader will begin recruiting students and the selection of training sites for the conduct of classes. When training sites are selected and agreements

reached with residents and potential students, a volunteer teacher will be selected for the given site. Each site will conduct training on a given night but not on the same night as other sites for the same team. This permits the team leader to be present at every training site for every training session. Geographic boundries will be such that individuals may easily attend the training site on the night most convenient for them.

The time of day for classes may be a critical factor. Initially an arbitrary time may be set by the team leader, but this will be a flexible item and will reflect the desires of the participants after a class is established. Commercial supplies may be used initially and will be classified as consumable. Extensive use will be made of newspapers, magazines, and teacher designed teaching aides. Individual work outside of class will be encouraged and rewarded with recognition.

The volunteer teacher will maintain records for all students. Records will indicate needed demographic data, plus academic progress and subjective comments by the teacher regarding pupil reaction to instruction and proposed stimulation and motivation processes for continued individual progress.

During the life of the project, the director, staff, and residents parti-participating will build an organization for self perpetuation. This will take the form of a board with a chairman, composed of members from participating volunteer organizations and recipients of services to establish an on-going function in providing volunteer teachers to continue working with educationally disadvantaged adults through the Vocational Technical Education Center. Organization & administrative structure is shown on following page.



T.A.= Teacher's Aide

Vol.= Volunteer

10 S= 10 Students

b. Population and Sample

The sample will be drawn from residents of the Butte urban area, the majority of whom will reside in the Model Neighborhood Area. The sample will be restricted to those who are 25 years of age and over and have less than a high school education. The MNA educational achievement level is approximately 2 years lower than rest of the Butte Urban Area. The MNA has a higher percentage of socio-economic problems than the rest of the Butte Urban Area.

The 300 participants will be drawn from this population group by referral from the

(1) Montana State Employment Service

(2) Concentrated Employment Program

(3) Major Community Employers

(4) Neighborhood Center

(5) Individual Application and Interview

c. Time Schedule

July - July 14	--	Teacher Recruitment
July 15 - August 14	--	Volunteer Recruitment Form temporary Advisory Committee
August 15 - August 31	--	Training, Montana State University All teachers, volunteers & aides
September 1 - September 30	--	Recruit students Select training sites
October 1	--	Begin Classes
November 1	--	Form permanent Advisory Committee
June 1	--	Compile final report Cut classes Initiate volunteer take-over

4. PERSONNEL:

Dave Keltz, Project Director

Education

B. S., Montana State University, Industrial Arts, 1951
Graduate work: Western Montana College, Montana State University, and Northern Montana College. Currently completing work on Master's Degree in Vocational Education at Northern Montana College.

Experience

Vocational education and industrial arts teacher in School District #1 for 19 years.
Teacher in evening Adult Education Program - 15 years
Assistant Director of Adult Education Program - 1 year
Assistant Director of Adult BAsic Education Program - 1 year
Attended Adult Basic Education Institute for Administrators, Summer, 1968, University of Wyoming
Attended Adult Basic Education Institute for Teachers, Summer, 1968, University of Colorado

The rest of the staff has not been selected at this time. The staff to be selected will be drawn from the present School District staff and/or recruited from outside sources. The staff will all be qualified in their respective staff positions.

5. Facilities

The primary facility to be used during the demonstration will be the individual homes of the project participants. Also available to the participants is the newly built Area Vocational-Technical Training Center of School District #1. The principal cooperating agencies, Montana University System and the Butte Model City Agency, will greatly enhance the success of the project. The University System will provide consultation services and training of project staff. The Butte Model City Agency will provide local matching funds required and assist in the evaluation of the project by means of its citizen participation structure.

HISTORY OF PROJECT

I. PROJECT DESCRIPTION

A.. Purpose

This project is intended to serve as a demonstration of the use of volunteers in a homebound method of teaching Adult Basic Education in urban areas. Adult Basic Education embraces communication and computation skills such as reading, writing, and speaking English, mathematics, science and social studies. The aim of Project Homebound is to bring education into the homes and neighborhoods of Butte adults. These adults have not attended regular ABE classes at Vo-Tech. Some are handicapped, others cannot drive or lack transportation, some cannot afford babysitters and still others are embarrassed to return to school as adults. Nationally classes in Adult Basic Education reach fewer than five percent of the people who need them. Surveys of need in Butte, Montana approximated this figure. Project Homebound rests on a simple axiom: If the urban person in need of education cannot or will not come to classes, the educator should go to him.

Project Homebound is a pilot program for the United States and was conceived by Dave Keltz of Vo-Tech and Bill Milligan of Model City. The program involves going into Butte homes and neighborhoods with six teachers, twelve teacher's aides and thirty volunteers. These instructors are divided into six teams comprising a teacher, two teacher's aides and five volunteers. Each team is assigned a specific geographical area of Butte. The teacher, as the team leader, assists the aides and volunteers as needed, and designs the materials to be used. The teacher aides recruit students and prepare and teach the material devised by the teacher. The volunteer teacher conducts a class in a private home one night a week with a teacher as support. Continuing in-service training is given both aides and volunteers by certi fied teachers and consultants.

B. Planning Year

The Educational Task Force recognized five major problem areas in community education. One of these areas was the lack of a comprehensive program of continuing adult education. The committee ranked continuing adult education as a high priority need after the development of a comprehensive pre-school program.

The committee developed two projects for inclusion as part of the First Action Year Comprehensive Demonstration Program presented to the Federal Government. One of these projects was E:14 - 15 (Continuing Adult Education.) This project was designed with a twofold purpose: (1) To develop a plan of continuing education for all MNA residents, and (2) To design and program activities to create a community school within the MNA for operation during the Second Action Year. The Continuing Education project was dependent upon categorical funding from HEW. An application was submitted, but a delay in funding was experienced. The Butte CDA then deferred the project until July 1, 1970. The community school phase was initiated and a School District No. 1 staff member received extensive training in the community school concept.

C. First Action Year

Project deferred until Second Action Year.

D. Second Action Year - First Year Operation

The first year of operation anticipated 300 persons in need of Adult Basic Education in the Butte Area. Funds were received from Model Cities, School District No. 1, and a federal grant from the Department of Health, Education and Welfare. During the First Action Year a staff of 22 persons was hired, this included the Project Director, Assistant Director, six Master Teachers, twelve Teacher Aides, one Clerk-Typist and a part-time Counselor.

Before any instruction began a 30 hour workshop was conducted to train the staff and volunteers in the psychology and teaching of adults and on the types and use of instructional material. Student recruitment began September 17, 1970. Homebound classes were set in motion on October 5, 1970 and will end on June 30, 1971. Eighty-one students were enrolled in the program the first week of instruction. This figure rose to one hundred and twenty-five students on November 30, 1970.

A follow-up study was made in late November to ascertain that student needs are being adequately met and that each student is being properly taught. Some students were personally interviewed and others contacted by telephone. Their overall response to Project Homebound was highly favorable. Since adult students may enroll for instruction at any time during the year, phase two of student recruitment began November 15, 1970. New students daily are enrolling in the program. A general breakdown of the first one hundred and twenty-five students is as follows: one-third are foreign born; one-third are members of the predominant Indian and Mexican-American minority groups; and one-third are Butte residents who are school dropouts.

Instructional content in this program is Adult Basic Education with emphasis being placed on communication and computation skills. Continuing in-service training will be given the twelve teacher's aides and thirty volunteers by the six certified teachers and outside consultants during this First Action Year. A sincere and dedicated effort is being made by the teachers, aides and volunteers. A real need for Project Homebound is evidenced in its first two months of operation.

E. Proposed Third Action Year - Second Year of Operation

The second year of operation will be similar to the first year of operation. Problems that were encountered during the First Action Year will be

analyzed and new methods employed to eliminate these difficulties.

It is anticipated that during the Second Action Year 65% of the present students will continue in the program and an estimated 200 new students will participate. To broaden the program and serve the educational needs of these students, it will be necessary to strengthen our present staff and recruit more volunteers to serve as tutors. Many First Action Year students would not group with their neighbors and requested bi-weekly individualized instruction. Due to this fact a demand for individualized tutoring, unperceived in the original project proposal, has arisen reducing the student-teacher ratio.

A survey of need in Butte, Montana shows it imperative that Project Homebound enlarge its curriculum to serve adults with less than a high school education. Our teachers, aides and volunteers would then be given intensive in-service training in G.E.D. High School instruction.

F. Factors Which Could Alter Funding

The continuation of efforts in this much needed program area are primarily dependent upon:

1. Availability of Federal funds, and
2. Availability of local funds for matching.

The local funds can come from any source, Model City, School District funding and others. The local acceptance of the project will be the deciding factor.

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on Adult Education